

ELC SPECIAL EDUCATION WEBINAR

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Goals for Webinar

- 101 on Special Education 0–5
- Special Education Issues in the Race to the Top Early Learning Challenge
- Questions and Answers

History of the Individuals with Disabilities Education Act Part B Special Education (3-21) and Part C Early Intervention(0-3)

- The Individuals with Disabilities Education Act (IDEA) was passed in 1975 in response to the historical exclusion of children with disabilities from the public school system.
- In 1986, Congress expanded IDEA to include children birth to 3 in recognition of "an urgent and substantial need" to:
 - to enhance the development of infants and toddlers with disabilities;
 - to reduce educational costs by minimizing the need for special education through early intervention;
 - to minimize the likelihood of institutionalization; and
 - to enhance the capacity of families to meet their needs.

What is Part C of IDEA (Early Intervention)?

- The Early Intervention Program (EI) is a developmental program for families
 of infants and toddlers between the ages of birth to three who have delays in
 development or who are likely to have delays.
- Families access the Program through 25 Child and Family Connections (CFC)
 offices which serve their local areas.
- The Program is family centered so it includes families as active participants in the planning and implementation of intervention services.
- Local Interagency Councils have been formed within each CFC region and give additional opportunities for parents and providers to provide Program input.
- The Illinois Interagency Council on Early Intervention (IICEI) was established by statute to build interagency partnerships among state agencies and programs in health, education, human services and developmental disabilities.

Who is Eligible for EI?

- Any child between the age of birth and three who is experiencing one of the following:
 - eligible level of developmental delay;
 - medical diagnosis that typically results in developmental delay; or
 - risk factors that may result in developmental delay.

Where are Services Provided?

- Natural Environments—settings that are natural or typical for a same aged infant or toddler without a disability, which may include the home or community settings. Community settings can include childcare, park district programs, libraries, etc.
- Not only is the location important, but the delivery of services must be provided pursuant to EI philosophy. The focus of EI is to encourage the active participation of families and caregivers in the therapeutic process by imbedding intervention strategies into the child's daily routines.

What Services does EI Offer?

- Assistive Technology
- Audiology/Aural Rehabilitation
- Family Training & Support
- Developmental Therapy
- Health Consultation
- Medical Diagnostic Services
- Nursing
- Nutrition

- Occupational Therapy
- Physical Therapy
- Psychological/Counseling
- Service Coordination
- Social Work
- Speech/Language Therapy
- Transportation
- Vision Services

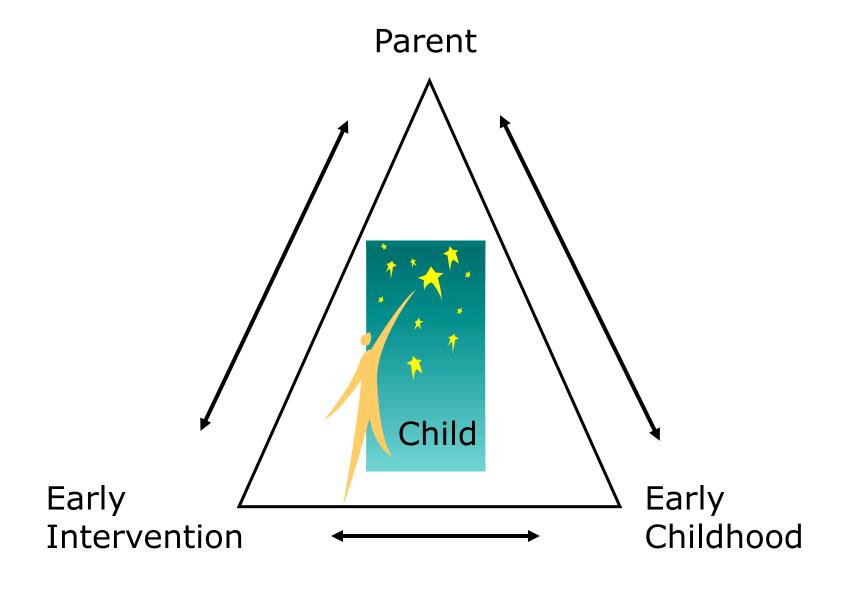
How do Children and Families get EI Services in Illinois?

- A referral is made to a Child and Family Connections office.
- Within 48 hours the family is contacted.
- Within 45 days a family receives: 1) a family centered multi-disciplinary evaluation and assessment to determine if a child is eligible for EI services; and 2) an Individualized Family Service Plan (IFSP) that outlines the services the child and family will receive to achieve the desired outcomes.
- The IFSP is reviewed every 6 months (or as needed) and the child is re-evaluated annually.

How do Children Transition from Early Intervention to Special Education by Age 3?

- By **2 years 6 months**, the EI Service Coordinator beings transition process with the family.
- By **2 years 9 months**, the transition planning conference is held with participation from EI, the Local Education Agency (LEA) and the family.
- By **2 years 9 months—3 years**, the LEA completes the evaluation and IEP development.
- •By **3 years**, the child must receive educational and related services from the LEA.

Partners in Transition



How Does a Child Who Has Not Been in EI get Special Education Services?

Referral: School districts have Child Find responsibilities to actively seek out and identify children who may be eligible for special education and related services. A parent can request a special education evaluation.



LEA Decision to Proceed: Once a parent requests an evaluation, the school district has 14 school days to determine whether or not to proceed with an evaluation.

- If the LEA decides to conduct an evaluation, a domain meeting will be convened within the 14 school days to determine what domains will be evaluated and the assessments necessary to complete the evaluation. The district will request informed, written consent from the parent to conduct the needed assessments.
- If the LEA determines not to conduct an evaluation, it must provide written notice to the parent within the 14 school days. The parent can appeal that decision.



Evaluation, Eligibility, IEP: The school district has 60 school days to complete the evaluation, determine eligibility, and develop the child's IEP.



Placement and Services: The parent provides consent for the placement.

What is Special Education? (Part B—Ages 3–21)

School districts must provide all eligible children:

- A "free and appropriate education"
- Services in the "least restrictive environment" which could be child care, private preschool, Preschool for All or Head Start programs and with non-disabled peers to the maximum extent possible
- An Individualized Education Program specifically designed to meet the unique needs of the child with a disability, including the academic and related services necessary to support education outcomes

Who Can Receive Special Education?

Any child ages 3–21 who:

- Has been evaluated according to IDEA requirements
- Has been determined to have one or more disabilities
- Because of his disability, needs special education and related services

10 Basic Steps in Special Education

- Step 1 Child is transitioned from EI and/or child is identified as possibly needing special education and related services
- Step 2 Child is evaluated
- Step 3 Eligibility is decided
- Step 4 Child is found eligible for services
- Step 5 IEP meeting is scheduled

10 Basic Steps in Special Education

- Step 6 IEP meeting is held and IEP is written
- Step 7 After the IEP is written, services are provided
- Step 8 Progress is measured and reported to parents
- Step 9 IEP is reviewed
- Step 10 Child is reevaluated

Examples of Disabilities

- Developmental delay (ages 3-9)
- Autism
- Cognitive disability
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Multiple disabilities
- Orthopedic impairment
- Other health impaired (e.g. ADHD, epilepsy, cancer, etc.)
- Specific learning disability
- Traumatic brain injury
- Speech or language impairment
- Visual impairment

What Services Can a Child Receive?

Special Education and related services include:

- Speech and language pathology/audiology
- Interpreting
- Psychological
- Physical and occupational therapy
- Recreation
- Counseling
- Orientation and mobility
- School nurse
- School social work
- Parent counseling and training
- Transportation
- Extended school year
- Assistive technology
- Support for extra-curricular activities and field trips

Parent/Child Rights and Responsibilities

- Participate in all meetings and decisions
- Sign informed, written consent
- Appeal eligibility or service decision or any other part of the IFSP/IEP
- IFSP/IEP and notices must be in family's native language
- Inspect and review any part of the school record

Special Education in Race to the Top Early Learning Challenge Grant

- Purpose: Increase the number of high need children in high quality programs
- High Need: Poverty and children with disabilities
- New Quality Rating and Improvement System (QRIS)
 - Includes Child Care, Preschool for All, Head Start/Early Head Start, Part B classrooms
 - Requirements for special education and child screening and referral

Inclusion in the QRIS

- At all levels, inclusion of children with special needs is the goal.
- Training for program administrator and at least one teacher will be required at Level 2.
- Formal policies and practices for supporting inclusion will be required at Level 3.
- At Level 4, all classroom teaching staff will complete trainings on supporting children with special needs, formal linkages with CFCs (and eventually school district special education programs) will be required, and programs must report annual data on the number of children with special needs served.
- Excellence Award for Inclusion of Children with Special Needs—criteria still under development

Screening Requirements in QRIS

- Training on screening tools will be required at Level
 2.
- Formal policies and practices for ensuring children are screened will be required at Level 3.
- Level 4 criteria will be similar to what is already required of Head Start/Early Head Start and Preschool for All/Prevention Initiative programs regarding screening and referrals.

Issues to Explore

- Where are children with special needs receiving services now?
- What, if any, are the school readiness and future special education needs of the children determined ineligible for early intervention and early childhood special education services?
- What additional supports do we need in place to help programs to meaningfully include all children with disabilities?

Q & A